Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 AM 9:42
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Southwest ISD	015912		
Vendor ID #	ESC Region #		
	20		

Mailing address		City	State	ZIP Code
11914 Dragon Lane		San Antonio	TX	78252

Primary Contact

First name	M.I.	Last name	Title
Barcenez		Frances	Ex. Dir. of External Funding
Telephone #	Email address		FAX #
210-622-4470	fbarcenez@swisd.net		210-622-0564

Secondary Contact

First name	M.I.	Last name	Title
Brandon		Crisp	Asst. Sup. Business & Finance
Telephone #	Email address		FAX #
210-622-4300	bcrisp@swisd.net		210-622-4301

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Lloyd		Verstuyft	Superintendent of Schools
Telephone #	Email address		FAX #
210-622-44300	lverstuyft@swisd.net		210-622-4301

Signature (blue ink preferred)

Only the legally responsible party may sign this application.

Date signed 2/2/18

Schedule #1—General Information

County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application.
The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. **Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave.,
Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	$	$	$	$
2.	Schedule #9: Supplies and Materials	6300	$	$	$	$
3.	Schedule #10: Other Operating Costs	6400	$	$	$	$
4.	Schedule #11: Capital Outlay	6600	$	$	$	$
5.	Total direct costs:		$	$	$	$
6.	Indirect cost (%):		$	$	$	$
7.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 015912			Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015912	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Southwest High School and Southwest Legacy High School.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

SWISD is a Title 1 school district in the southern rural area of San Antonio serving about 14,000 students. Southwest ISD has an At-Risk population of over 66% and over 16% of students identified as English Language Learners. Additionally, we serve about 82% Economically Disadvantaged students with at least seven campuses in over the 95 percentile of Economically Disadvantaged. Our district has limited facilities for Wi-Fi or extended learning opportunities beyond campuses as there is only one library near a highway but more than 20 miles from either boundary of our district borders. A large portion of our district is outside the city limits and does not receive city transportation services (Via Buses) and may only be a one car family.

Our proposed technology lending program will provide students the opportunity to check-out devices that are similar to those devices used in their classrooms daily, to receive portable wireless internet connections to extend learning opportunities beyond the classroom, to improve on instructional capacity for self-paced learning, and to use district related instructional programs both at school, at home, or on the 'go'. Altogether this program will allow students to meet their established goals and meet our College Readiness Strategic Plan initiative. Specifically our district has adopted Learner Outcomes for empowering students through "technological literacy, leadership opportunities, mentoring, and relevant real-world applications"; these are the cornerstone of what our objective is for this technology lending grant. Our district goal states that students will be given learning experiences that is "engaging, flexible, rigorous, supportive and relevant to college . . . readiness for all students" and "assures every student is prepared to arrive and thrive in a college . . . with a focus on literacy. Next year our enhanced goal will be to "engage students to independently create personal learning paths using a variety of technology" which aligns seamlessly with the intent of this grant proposal. In addition to our district goals, we have aligned our technology lending grant to the State's Critical Success Factors (CSF) and the Commissioner's Strategic Priorities. We will embed the Critical Success Factors of Improving Instruction, Increased Learning Time, Quality Data to Drive Instruction (for technology), Family & Community Engagement, Teacher Quality, and Academic Performance with the Commissioner's Strategic Priorities of Building a Foundation in Reading and connecting high school to college.

The grant purchased devices will help support Southwest ISD on the journey of identifying, setting up, and implementing personalized student instructional paths by providing students full time access to district designated software programs. All devices and the software used will be assigned based on the needs of the students, programs used daily in classrooms, and will be centered around English instruction as a part of the literacy focus. This program allows students the capacity of having a personal device as opposed to working during limited times, on assigned computers labs with desktop computers that are not portable. The district will maximize this program by using current funding for software, infrastructure, and maintenance of equipment. Tech facilitators, librarians, English teachers and technology service techs will continue to assist in this process for these resources and ensure monitoring of this program. Two district level Curriculum & Instruction personnel with expertise in instructional technology will train and monitor these English teachers

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and provide technical assistance to teachers, parents, and students for instruction, setup, troubleshooting and monitoring the data from the monthly reports.

The systematic process for student check-out and check-in is already in existence at all of these campuses and only an added internal control for the distribution of federal equipment will be added to meet EDGAR guidelines. A well-defined process in which students complete an application for technology with parent signature as consent to allow student to check-out at their school library with student ID. The student is assigned a device, which is recorded on the technology lending application and on the official tech inventory records for that campus. Students are given support documents about the acceptable use policies, troubleshooting, how-to's and understanding of Wi-Fi access regulation and monitoring. In addition, all students will be invited to a summer camp to ensure their Technology Application TEKS and skills are developed to grade level appropriate levels. These students will be assessed prior to training, after the training, at the beginning of the pilot program and at the conclusion of the program for these skills. English teachers that will be in this program will also be trained for technology literacy, skill mastery of specific programs, and how to provide support to struggling students or parents. These trainings will be made available throughout the summer and provided in the school year for new students to the program. Evaluations of this training will be used to enhance and modify trainings to meet the needs of students, parents, and teachers. We look to use this model to keep this program sustainable after the grant has ended.

All grant funded computers will be uploaded with software or program necessary for that specific grade level; from basic reading to foreign language assistance programs, to college preparation programs or ability to access dual credit classes. These computers will be insured through our district's comprehensive insurance plan and student will have periodic check-ins for updates, accountability, and assurance of meeting program expectations. District office personnel will monitor Wi-Fi use, inventory and followed through on check-out/check-in processes.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015912				Amendment # (for amendments only):		

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019			Fund code: 410			

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$8,500	$8,500
Schedule #9	Supplies and Materials (6300)	6300	$85,000	$1,304	$86,304
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$85,000	$9,804	$94,804
5.196% indirect costs (see note):			N/A	$5,196	$5,196
Grand total of budgeted costs (add all entries in each column):			**$85,000**	**$15,000**	**$100,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Audit for Technology Inventory	$ 8,500
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$ 8,500
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	**$ 8,500**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 015912		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$ 86,304
	Grand total:	**$ 86,304**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015912	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$ 0
	Grand total:	**$ 0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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	Schedule #11—Capital Outlay (6600)			
County-District Number or Vendor ID: 015912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1521	80%	Based on current 10th and 11th graders that will be 11th and 12th graders during grant implementation.
Limited English proficient (LEP)	133	7%	Based on current 10th and 11th graders that will be 11th and 12th graders during grant implementation.
Disciplinary placements	63	3%	Based on current 10th and 11th graders that will be 11th and 12th graders during grant implementation.
Attendance rate	NA	91.8%	Based on current 10th and 11th graders that will be 11th and 12th graders during grant implementation.
Annual dropout rate (Gr 9-12)	NA	0.9%	This is for only one of our high schools as the other high school is only in its first year and does not have drop-out data or seniors at this time.

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

														Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	0	955	957	0	1912

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest ISD is a Title 1 District that uses federal, state, and local funds to drive programs and actions towards meeting the expectations of our Strategic Plan. We use external funds and we have adopted the state needs assessment process, developed by TEA and Region 20, to identify our district and campus needs. Our needs are based on Title 1 components, ESSA compliance, Critical Success Factors, and the individual needs of our community based on quantitative and qualitative data.

Based on the data collected, our needs assessment committee determined that more of our students in our Advanced Academics Program need to be College and Career Readiness. Students need to score higher on Advanced Placement Exams, and we need to extend learning opportunities beyond the confines of the classroom walls for students by deploying additional mobile devices for 1:1 checkout. This application is for a district-level grant that will serve Southwest Legacy High School, specifically the Advanced Academics English Classrooms.

Opening its doors for the first time in the Fall of 2017, Southwest Legacy High School is SWISD's newest campus. This year at Legacy High School was all about "Firsts. This year, many students were able to experience their "first" firsts: their "first", first day of high school, their "first", first high school football game, their "first," first prom. Many of these students will also be the first in their families to be in a situation where attending college is a possibility, but being a Title 1 District means we have Title 1 students, and being a student in a low-income family often means you have to make many sacrifices. Many students sacrifice studies for family obligations. Receiving this grant will allow us to truly provide the first steps to give our students at Legacy High School an opportunity for a post-secondary education and possibly creating a legacy of their own, a legacy of learning, a legacy of achieving. The Texas Lending Grant will allow us purchase mobile devices which will be assigned for students to use in their classes and Wi-Fi access for student use at home. These devices will give students a chance to take advantage of extended learning opportunities through blended learning provided by Legacy High School: Dual Credit Classes where students can earn college credit at no cost to them or their families, and other Online Educational Resources (OERs) like the Khan Academy, to name a few. Putting these devices in the hands of these students will allow them to fulfill family obligations without sacrificing their education. Legacy was also selected by the committee because Legacy has the smallest ratio of students to devices available for at-home use, meaning that Legacy students often have to join a waiting list to check out a mobile device.

The needs assessment committee has also chosen the Advanced Academics English Classes at Legacy High School to deploy these mobile devices because according to the Texas Education Agency's Strategic Plan, it is a top priority that we build a strong foundation in reading and math and historically Southwest ISD has less students passing English than any other subject area. So as a district we have made increasing student literacy a priority by adding initiatives such as Talk Read, Talk Write. Also in Southwest ISD all students are afforded the opportunity to enroll in an Advanced Placement Class in our Advanced Academics Program. As part of our Advanced Academics Program students in Dual Credit Classes complete college level course work and will receive college credit upon successful completion of the Students in the Advanced Placement Classes must try to earn college credit by examination. Many of our students attempt the AP Exam but do not score high enough to receive college credit. Our hope is to embed College, and Career Readiness Standards and more rigor in our Advanced Academics English Curriculum Instruction so that our students score higher on AP exams and earn college credit before they even graduate high school. Ultimately, Legacy High School was chosen because in a year of "Firsts," the needs assessment committee felt Legacy High School is the First place the Texas Lending Grant will have the greatest opportunity to help prepare our students to create their own Legacy.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need for Student devices to be used at home to extend learning opportunities	Provide appropriate grade level, new technology devices that will be assigned to students in the program to take home for use in daily assignments, credit attainment, projects, and other instructional uses.
2.	Need for student's internet access at home to extend learning opportunities.	Provide necessary internet access for students to access internet at home for use in instruction and extending the learning opportunities beyond the campus. All students will be surveyed for internet access and be provided the opportunity to received free internet for use during the duration of this grant.
3.	Need to measure and monitor students Technology Applications TEKS (TA TEKS) proficiency and digital literacy.	Students will be evaluated on grade level technology skills and digital citizenship prior to delivery of devices, offered through summer camp formats or training. Parents and students will be invited to learn deficient skills and will be assessed at the end of the grant to measure continued growth towards TA TEKS and digital literacy.
4.	Need to master of College and Career Readiness Standards prior to taking college placement exams, preparation for careers, and to meet graduation requirements.	Devices will have programs to assist students in credit recovery, credit attainment, preparation for End of Course exams, preparation for national college exams, and other programs based on the needs of students to meet their four year graduation plan and endorsements.
5.	Need to increase in literacy skills for students and use of technology to increase individualization and proficiency in literature skills.	Provide students with access to digital libraries, digital versions of curriculum novels, online reading programs based on need and lexile levels, and provides the opportunity to use technology to meet personalized graduation goal.

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Schedule #14—Management Plan	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Technology Director	Bachelor's degree, Master's degree, Google Certified, 5+ years of experience in instructional technology, secondary education experience, and understanding of TA TEKS.
2.	Executive Director of Technology Services	BBA Computer Information Systems
3.	District Instructional Technology Specialist	Bachelor's degree, Master's degree, Google Certified, 5+ years of experience in instructional technology, secondary education experience, and secondary English background.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Redesign Technology Applications TEKS evaluations, instruction, and training	1.	Create blueprint of how and when each 8th Grade TA TEKS is measured	03/01/2018	07/31/2018
		2.	Establish and implement plan for measuring 8th Grade TA TEKS proficiency - including all training	08/01/2018	05/31/2019
		3.	Establish a baseline: Determine the current TA TEKS proficiency level of students in Grade 8	08/01/2018	05/31/2019
		4.	Establish and monitor growth milestones	08/01/2018	06/31/2019
		5.	Train Teachers to embed TA TEKS into daily curriculum	08/01/2018	08/01/2019
2.	Audit Current Inventory	1.	Confirm total number of student mobile devices available to high school	05/01/2018	09/01/2018
		2.	Contract out for an audit of current technology inventory	04/01/2018	08/31/2018
		3.	Incorporate student mobile devices available for Technology Lending Grant Program and add to current inventory	08/01/2018	10/01/2018
		4.	Monitor and update numbers	06/01/2018	06/01/2019
		5.	Create monthly use reports	09/01/2018	06/31/2019
3.		1.	Create participation permission form & process for completion of this form	07/01/2018	08/01/2018

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district utilizes multiple different methods and processes to ensure the monitoring and attaining of established goals and activities. These processes include the Comprehensive Needs Assessment (CNA) which begins with a program evaluation, using data points (both qualitative and quantitative), probing questions, and summarizing the strengths, areas of concerns, and priorities of the needs in multiple areas of instruction. The district/campus use the CNA to develop their Improvement Plans which lists specific targeted activities to address each need, resources necessary to accomplish the task, responsible parties to ensure each activity has a champion, a timeline of events, evidence of effectiveness, and evidence of impact towards the goal. These documents are living documents which are monitored by a group of leaders at the campus and district level; changes are made to the timeline, goals, and/strategies based on data collected during implementation.   In addition to the CNA/DIP process our district has begun our Strategic Plan with CPR or Continuous Progress Report Card, which allows each department, division and senior leadership at the superintendent's office to monitor monthly progress towards goals on a bi-weekly basis. This process allowed each department to be trained on Getting It Done process, which is a results-focused plan towards accomplishing goals. The premise being after you "plan the work" you must "work the plan" to achieve desired outcomes. In this process we have learned to set realistic goals, align resources, motivate the organization to commit to the goal, build capacity, communicate process continuously, nurturing improvements and hold each other accountable for performance towards our goals. As a part of Getting It Done, we have used a business protocol of practical project-management to ensure disciplined implementation of our plans and accountability for the team. We have defined major projects, define sub-projects, and detailed milestones and keys tasks. All of these components together make up the procedures we use internally to monitor the attainment of goals and adjust our tasks, based on data, to keep on track of each goal; then distribute this information in our overall Strategic Plan annually to all parents, teachers, staff, students, and our community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure sustainability, a committee for technology will be created to review the data generated from this program to determine the effectiveness of this program. Monthly monitoring reports will allow the committee to enhance, change, or ask for amendments to the grant or program to ensure efforts meet the expectations written in the grant. The district will continue to support the program with technical services, instructional training, evaluations, reports, and Wi-Fi. All of these components will be evaluated at the end of the year and any necessary changes will be made to ensure the program can continue beyond the grant dates. Internal controls and reporting will ensure that existing efforts will be monitored. The selected participant teachers have already had a meeting to discuss this grant and have elected to participate. Central office staff have been reassigned to support this program at the high school level and a parent meeting to discuss this college preparation with parents and students has already taken place. We have parents, teachers, students, and assigned central office staff committed to the success of this project.

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Schedule #15—Project Evaluation

County-district number or vendor ID:	015912	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Qualitative data from students and teachers	1.	Feedback and information from teachers on expectations and program
		2.	Feedback from students on barriers and adjustments needed to program
		3.	Committee meeting on making adjustments to meet needs of participants
2.	Quantitative data on external fund usage increase on academic programs or activities	1.	Monthly monitoring of external Wi-Fi for program participants
		2.	Review of usage of academic program and activities for participants
		3.	
3.	Quantitative data on student participation and device accessibility	1.	Monthly reporting of number of devices in use by participants
		2.	Monthly reporting on number of reminders for usage
		3.	
4.	Qualitative and Quantitative data on technology applications skills growth and progress	1.	Increase on Google Classroom usage for both teachers and students
		2.	Increase in tech literacy skills survey for teachers and students
		3.	Evaluation of classroom assignments compared to non-participants
5.	Qualitative and Quantitative data on instructional programs and student progress	1.	Evaluation of Technology Application TEKS growth
		2.	Evaluation of curriculum & instruction usage data and observation
		3.	Student growth and progress in ELA and TSI

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualitative data from students and teachers will be collected through forms, surveys, and spreadsheets. The data will be analyzed and addressed and scheduled committee meetings. The ISP provides monthly usage data on Wi-Fi devices. Teachers will monitor data on use of classroom instructional tools and PSAT prep programs. Monitoring software will be used to track and analyze device usage of students, helping identify growth, trends, strengths, and needs. Committee meetings that include content specialists and teachers will review and evaluate lessons on design and objective mastery and compare those to non-participant lessons.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Southwest ISD community voted and approved a bond in 2012 that included an initiative to place technology devices at every campus and made available a device for every student on campus; we called it the one-to-one technology initiative. The district used this grant to ensure that new technology devices were available at every existing campus, fifteen campuses at the time, and that there was at least one computer for every child on campus. Along with this initiative the district purchased teacher devices, desktops computers for the classroom, laptops, and other useful technology equipment with the use of external funding sources. Through the use of Title 1 federal funds and state funds, our district has met the one-to-one status at those campuses and have maximize our efforts in comparably matching expenditures in federal and state budgets to purchase technology. Since the bond was approved, our district has changed dramatically, but using a myriad of funding sources, Title I and SCE, we have been able to meet our one-to-one student technology devices ratio at our existing schools and our new schools. We have an adequate tech services department which ensure all devices are maintained and up-to-date for student use. The district pays for the tech services department through local funding and have already anticipated the potential for the new devices from this grant in staffing for maintaining their efficiency for working on additional student equipment. Currently, the district has about twenty-five laptops purchased with local funds, in the libraries that are available to check out for use at home. Southwest High School has checked out all twenty-five devices and has a waiting list for devices and as one is turned in, the next student is called in to check out a device.

Our district does not have the ability to place Wi-Fi on buses, but a limited amount of students may have a device to provide internet access in specific spots with internet card around the district. These limited resources are paid through local funds. There is a need for additional resources and a systemic approach to who receives these additional services. At least one hundred cards are available for check out by all students in the district for a two week period. The students from this program will be reviewed to internet abilities off-campus and be assigned the right to check out an internet card to be used throughout the term of this grant period.

The district will continue to fund classroom technology and computer labs at the campuses with federal, state and local funds as determined through their campus improvement plan and technology obsolescence

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest ISD has spent the last three years developing a strategic plan with over a thousand different people participating in some part of this process. This strategic plan aligns our District Mission and Strategic Plan Goals together.

MISSION: The mission of Southwest Independent School District Southwest Independent School District will identify and develop the potential of all individuals.

CALL TO ACTION (for the Strategic Plan): Southwest ISD provides opportunities for all learners to be confident, resilient, and successful global citizens.

 GOAL 1: SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/ career readiness for all students.
GOAL 2: SWISD will foster an environment in which social and emotional support is a priority for all.
GOAL 3: SWISD will constantly utilize timely multifaceted communication that reaches all member of our SWISD community.
GOAL 4: SWISD will create a safe, nurturing and engaging environment where all students succeed.
GOAL 5: SWISD will capitalize on the strengths, resources, and abilities of our diverse community to become successful, global citizens.
GOAL 6: We will provide professional development for instructional methodology that is relevant to needs of students, teacher and administrators in a timely manner.

This technology leading program aligns with our strategic plan through meeting the expectations for all six of our goals. This plan meets our instructional goal one by ensuring students are able to have a flexible programs that provide them a self-paced and supportive activities relevant to college readiness. In addition, these devices will have a developed literacy component to address the commissioner's strategic priorities for reading and our district's focus on literacy at all grade levels. This plan also brings a sense of equity to our district, which aligns with our goal two or the social emotional goal, which allows for students that may not be able to purchase these devices or internet the opportunity to not be limited by circumstance and feed supported by their schools. The communication that will be required to establish expectations, bring in parents, and address students on the correct 21st Century protocols will be essential to the success of this program and aligns with our goal three on communication. The potential for academic improvement, or goal four, will be the measure of how effective our program can be to reach those students that are in need of these services to provide a nurturing and engaging school environment where they can be successful and continue their academic progress at home, before, during and after school on these devices. In goal five, the community goal will allow us to use all our resources together, whether it is paying for tech services or programs from various different budgets to providing technology camps to students in increase their tech literacy proficiency, the district will maximize its funding and personnel to ensure all our students make progress towards becoming successful, global citizens. And lastly, our goal six is the professional development goal in which we will need to train our instructional technology specialist to assist and support English teachers to maximize their use of online programs and student (what's another name for Google and black board) to prepare them for college and the demands of self-paced learning goals.
Our district has been preparing for a grant like this grant to allow our students to go to the next level of learning with opportunities to extending learning beyond the walls of the classroom and with this grant we will be able to set the bar for instructional technology integration. In addition, we feel that our district, leaders, board, and teachers have been working towards our strategic plan for three years and this is just another step to actuating this plan into reality. This grant aligns perfectly with our Strategic Plan, district mission, and the trajectory we were heading towards for student technology enhancement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district does not have the ability to place Wi-Fi on buses, but a limited amount of students may have a device to provide internet access in specific spots with internet card around the district. These resources are paid through local funds. There are no student that typically or on average ride the bus for over an hour daily therefore we will not be using this grant to provide additional internet services for students during travel to and from home. There is a plan in the works to allow for specific organizations that have students traveling outside the district the ability to have internet on buses to and from events to provide an opportunity to continue learning while in transit, but this will be provided through local district funds.

There is a need for additional resources and a systemic approach to who receives internet access opportunities off-campus. At least one hundred cards internet cards are available for check out by all students in the district for a two week period. The students from this program will be reviewed for internet abilities off-campus and be assigned priority status to check out an internet card to be used throughout the term of this grant period. This internet card will come with training, directions, and allow students to access internet on devices, even on personal computers, at the student's residence. These internet cards will be monitored monthly for use, reminders will be sent out about use, and will continue to be paid from local funds. District staff including tech services, instructional technology specialist, tech facilitators, and all English teachers in the program will be able to assist and support students with internet and device questions. These services and training will be provided through local funds.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While teachers have enough technology for the students to be 1:1 while in the classroom, these students cannot take the devices home. This grant will allow Legacy High School dual-credit English students to be able to take the device with them every day and everywhere they go. Instructional initiatives like flipped classrooms, Bibliotech book availability, Texas Success Initiative (TSI) online preparatory course, online Scholastic Aptitude Test (SAT) Preparatory courses, Khan Academy, Google Classroom, Google Suites and career readiness online preparatory courses will be accessible to students on demand. This type blended learning environment will be instrumental in increasing our students' chances of competing for college placement and career placement positions in whatever endeavor they should choose. This current instruction and curriculum described above aligns with district strategic goal 1.1.

Furthermore, current and future instruction will focus on the online preparatory components to ensure our advanced academic students set goals for TSI and SAT performance. The Lending Grant will enable students to work independently, outside of school, on achieving this level of college and career readiness, and it will provide students the opportunity to do something that has not yet been done in the Southwest Independent School District.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will use this technology in English III and English IV Dual Credit courses. The curriculum for these courses is dictated to teachers and students from Palo Alto College; however, students will be able to access information required for completing this course work with technology they will be issued. Additionally, with each dual credit student having a device assigned to them, they will also be able to complete all initiatives identified in their personal goal setting plan, such as TSI or SAT Preparatory courses.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015912	Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both high school campuses have a one Gigabyte connection to the district service provider. The district network consists of Cisco 3850 switches with ten Gigabyte connections between wiring frames. Also, all classrooms are equipped with wireless access points and wireless network is accessible from all classrooms and offices. Each of the campuses have two computer/network technicians that report to that campus on a daily basis for technical services. These technicians have been trained on our connections, wireless access points, computer servicing, and programming of district computer devices. The technicians are also supported by a district network administrator and technical service clerk. Campus teachers and administrators have access to request technical support from the district technology department via our online helpdesk system to fix devices or remedy campus connectivity. The grant purchased devices will work within the wireless access point bourdaries at any district campus or instructional facility; these typically work beyond the walls of the building into the parking lot and a few streets beyond the campus. Students that are attending games, events, or activities at any district campus will be able to access the district internet for this program.

The additional devices anticipated for this grant will be adequately supported through our current technical support services and department. This will provide effective services, technical support, and maintenance for these devices throughout the term of this grant. At both high schools, additional trainings and support systems will be put into place to assist students and teachers with basic trouble-shooting to ensure devices are in good working condition and useable daily for students' needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current maintenance system we have in place for all district technology devices involves end users submitting a "Help Desk Request" when their device is not functioning properly or damaged. In the request users provide information or describe any issues that are affecting their device's performance. The Help Desk system automatically creates a ticket and sends the request to our district's Technology Services Department who sends out a technician to perform maintenance or repair the device. We will follow the same procedure to maintain and keep the technology lending equipment in proper working condition, with the exception of including district personnel who will be assigned as needed to provide technical support or assist with submitting a Help Desk Request for students and teachers in the target group. District personnel will also assist with maintaining a lending program device inventory, the tracking and recording of analytics such as usage reports, and Help desk requests through web extensions such as Stackup and software tools like the Google Apps For Education Suite. District personnel will also conduct mandatory device "Check-Ups." Check-Ups will be planned intermittently to ensure students are taking proper care of their assigned device. The same district personnel would also assist in the checkout and check-in process that will be conducted through the Advanced Academics Classes. Every student will be assigned a mobile device and students who do not have Wi-Fi at will also be assigned a mobile access point. Designated district personnel will pair each device connected to a mobile access point on campus. The student will not be able to connect non-district devices to mobile access point. Since each student in the program will be assigned a device we do not anticipate a competition over the need of device. If a device has to be turned in for maintenance, students may be offered use of a substitute device such as a classroom desktop or laptop to access online content, with all substitute devices remaining on campus at all times.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a Board Policy CQ Local encompasses "technology resources" which means any electronic communication systems and electronic equipment. This policy provide provisions and guidance on availability of access to devices, including internet for all students and employees primarily for instructional purposes. This policy also includes administrative regulations that must be adhered to such as: acceptable use, internet safety, filtering, monitored use, disclaimer of liability, record of retention for check out processes, and security breach notification. Within the policy it covers most components required for this technology lending grant program including additional Local Policies CPC (records retention), DH (employee standards of conduct), FN (students' rights and responsibilities), and FO (student discipline) which outline our Student Code of Conduct. In addition to these Board Policies and our Acceptable Use Policy, we will ensure administrative guidelines are developed to meet federal grants purchased technology requirements for this program, to ensure parents and students are notified about the insurance, monitoring of device, and use of internet at home.

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